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ABSTRACT

As part of a concerted effort by the U.S. Department of Transportation to improve and upgrade the effectiveness of their nationwide highway safety program, a basic training program for police traffic services was developed. The guide contains a description of the overall training program; suggestions for course planning including the scheduling of lessons, class size, prerequisites for students and instructors, training facilities and resources; instructor and student materials; guidelines for conducting the course; and recommendations for measuring student achievement. Appended is a six-page reference list. (Author/VA)

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volume 1 of 3

police traffic services

basic training program

course guide

U.S. Department of Transportation
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FOREWORD

As part of a concerted effort by the U.S. Department of Transportation to improve and upgrade the effectiveness of their nationwide highway safety program, this "Basic Training Program for Police Traffic Services" has been developed. The intent of this program is to establish a national guideline and uniform basis for jurisdictional law enforcement training establishments to provide basic training in police traffic services.

The documents constituting this training program are:

- Course Guide - developed to aid in the organization and conduct of the training program
- Instructor's Lesson Plans - prepared to provide the instructor with an organized and explicit framework for the delivery of the training content of this course
- Student Study Guide - designed to serve as the basic reference source for the students/trainees

All documents for this training program were prepared by Mr. Allen Hale (Project Director) and Mr. John W. Hamilton of Dunlap and Associates, Inc., under the cognizance of Mr. Joseph T. Fucigna, Executive Vice President of the Corporation.

ACKNOWLEDGMENTS

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- Lieutenant Colonel William E. Armstrong (Baltimore City Police Department, Retired) -- Maryland Police Training Commission; Pikesville, Maryland.
- Mr. Norman R. Johnson -- Iowa Law Enforcement Academy; Johnston, Iowa.

We are indebted to Mr. Roger P. Quane, and Lieutenant Colonel W.E. Armstrong of the Maryland Police Commission for making the arrangements for the conduct of the pilot test of this curriculum, as well as serving as instructors during the pilot test. We also thank the Baltimore City Police Academy for providing facilities and material in support of the pilot test program. Students who participated in the pilot test were: Charles Franklin Penrow, Jr. (Aberdeen Proving Grounds); Patrolmen William L. Morrow, William D. Carr, Robert Lee Daniels, John Joseph Sturgis, Chauncey Earl Whittle (Baltimore City Public Schools); Patrolmen David Leroy Cotter, Linwood Daye, William Lee Hendrick, Donald Jackson, Joseph Edward Lamartina, Isaac Elisha McGinnis, Gerald Anthony Roberts, Hubert A. Ross, George F. Whittle (University of Maryland - Baltimore Campus); Patrolmen Robert Nathan Brenner III, Dexter Alan Housel, Craig Albert Reynolds, Eugene Benson Smith, and James A. Weamert III (University of Maryland - College Park Campus).

Finally, we wish to thank all of the law enforcement training agencies from the state, county and municipal levels listed below, which provided information about and/or copies of their police traffic services training materials for our review:

Arkansas

- Arkansas Law Enforcement Training Academy

California

- California Highway Patrol
- Department of Criminal Justice, Sacramento State College
- Los Angeles Sheriff's Academy
- Training Division, Los Angeles Police Department

Connecticut

- Connecticut State Police Training Academy
- Manchester Community College
- Municipal Police Training Council

Delaware

- Delaware State Police Training Academy

Florida

- Florida Institute of Criminal Justice, Central Florida Community College
- Training Center, Miami Police Department

Georgia

- Georgia Police Academy

Illinois

- Illinois State Highway Police Academy
- Traffic Institute, Northwestern University
- Training Division, Chicago Police Department

Kansas

- Kansas Law Enforcement Training Center, University of Kansas

Maryland

- International Association of Chiefs of Police
- Maryland Police Training Commission
- Maryland State Police Academy

Michigan

- Training Division, Michigan State Police

Missouri

- Greater St. Louis Police Academy

Nebraska

- Department of Law Enforcement and Corrections, University of Nebraska

New York

- New York City Police Academy
- New York State Police Academy
- Training Division, Nassau County Police Department

North Carolina

- Occupational Education Division, Department of Community Colleges, State Board of Education
- Training and Inspection Division, North Carolina State Highway Patrol

Ohio

- Columbus Police Department
- Ohio State Highway Patrol Academy
- Trade and Industrial Education Service, Ohio State Division of Vocational Education

Pennsylvania

- Pennsylvania State Police Academy

Texas

- Personnel and Training Branch, Texas Department of Police Safety

Utah

- Utah Police Academy

Washington State

- Washington State Patrol Academy
- Trade and Industrial Section, Washington State Division of Vocational Education

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BASIC TRAINING PROGRAM FOR POLICE TRAFFIC SERVICES

Purpose of the Guide

The Course Guide has been prepared as an aid for the training administrator in his planning and conduct of the Basic Training Program for Police Traffic Services. It contains a description of the overall training program; suggestions for course planning including the scheduling of lessons, class size, prerequisites for students and instructors, training facilities and resources, and instructor and student material; guidelines for conducting the course; and recommendations for measuring student achievement.

The two other documents which complete the basic training package are:

- Instructor's Lesson Plans -- This document is to be used by the instructor(s) of this course and contains the lesson plans constituting the classroom and field training phases of the training program. Each lesson plan specifies the relevant training objectives, instructor references, suggested training aids and an outline of content to be covered and/or procedures to be followed for the unit of instruction.

- Student Study Guide -- This document has been prepared for use by the students. It contains a summarization of information presented in the lesson plans, as well as graphic exhibits which are referenced in the lesson plans. The Study Guide is intended to serve as the basic student reference source or course textbook.

Objectives and Scope of the Course

This course has been developed with the primary intent of providing basic operational training in police traffic services (PTS) for a pre-service, recruit trainee intending to become a "patrolman" for a municipal, county, or state level law enforcement agency. PTS constitutes but one of two major functional areas of performance for a

patrolman, the other being the detection and control of criminal activities. Thus the training program must be considered functional training as opposed to training for the entire job denoted by the term "patrolman."

The course material developed reflects the assumption that the primary users of the curriculum will be police training agencies. This orientation will be manifest in references made to "standard operating procedures" and "departmental policy," where appropriate, as well as to local traffic laws, and assumptions made about typically available police training resources. The foregoing should not be interpreted as precluding the use of these PTS training materials by sub-baccalaureate educational institutions. However, the training materials would require more adaptation in the case of an academic institution than with a police training agency.

In broad terms, the terminal training objective of this course is to develop skills and background knowledge in the major functional areas of PTS. These functional areas and their related objectives are:

. Traffic Direction and Control

- Expedite the safe movement of vehicular and pedestrian traffic
- Relieve traffic congestion on roads and highways
- Secure compliance with traffic laws

. Traffic Law Enforcement

- Promote sustained compliance with traffic laws through deterrence
- Prevent hazardous traffic situations from occurring and thus prevent or reduce accidents

. Accident Management

- Render first aid, as necessary, to the victims of an accident and establish safe passage for roadway traffic
- Document the factors surrounding an accident
- Determine the causes or contributing factors for an accident

- Take any warranted law enforcement action
- Normalize the roadway environment affected by the traffic accident

. Preparation and Presentation of Courtroom Evidence

- Present all relevant evidence, in a fair and impartial manner, to support the State's/People's case against an accused traffic offender
- Enable the just adjudication of the guilt or innocence of an accused traffic offender

. Services for Motorists

- Provide or make arrangements for assistance to disabled or distressed motorists

A substantial concern for this training program is the development of practical or procedural skills. In this regard, the teaching method employs demonstration and practice as a means for skill development. It is also considered important to provide students with some information on the technical, historical and legal background surrounding PTS functions. It is not sufficient for a law enforcement officer to be just a good technician. To be an effective representative of the law enforcement system, he must be a professional man and have some depth of understanding beyond the absolute minimum required for technical performance in the field. It is not sufficient to teach a police recruit rote PTS procedures without giving him some understanding of the underlying rationale and principles--the whys and wherefores related to what he has to do. This understanding is essential for several reasons:

. To establish and maintain student interest, motivation, self-esteem and encourage professional advancement

. To enhance the reliability and accuracy of performance; knowing <u>why</u> certain things are done helps one to remember <u>what</u> has to be done

. To enable the patrolman to be a truly competent witness in any resultant trial action involving an accused traffic offender

This curriculum is intended as a guideline for basic operational training in PTS. As such, it is a foundation on which to build and is subject to adaptation and amplification by the training administrator in the local jurisdiction.

Course Content

The course consists of a minimum of 103 hours of classroom and field training, exclusive of any related review sessions, quizzes, or examinations. In order to permit flexibility in course scheduling, the course has been developed in modular form. Each module or lesson plan requires 1, 2, 3, or 4 hours or multiples thereof for completion. The 7 units and 36 lesson plans developed for this course are listed below:

Units/Lesson Plans		Time (hours)*
Unit 1.0	Orientation and General Background	
Lesson 1.1	Orientation and general background	1
Unit 2.0	Traffic Law	
Lesson 2.1	Traffic law	16**
Unit 3.0	Traffic Direction and Control	
Lesson 3.1	Introduction to traffic direction and control	1
3.2	Traffic control devices	2
3.3	Basic traffic direction and control procedures	3
3.4	Application of TDC procedures (field training)	4
Unit 4.0	Traffic Law Enforcement	
Lesson 4.1	Introduction to traffic law enforcement	1
4.2	Overview of traffic law enforcement concepts	1
4.3	Science and technology in traffic law enforcement	1
4.4	The traffic violator	3
4.5	TLE rules and policy	8**

* In general, a 10 minute break is included within each hour of instruction.

** A minimum estimated time.

Units/Lesson Plans		Time (hours)
Unit 4.0	Traffic Law Enforcement (cont'd)	
Lesson 4.6	TLE procedures, Part I: Traffic surveillance and detection of violations	2
4.7	TLE procedures, Part II: Apprehending violators	1
4.8	TLE procedures, Part III: Contacting and evaluating violators	1
4.9	TLE procedures, Part IV: Taking law enforcement action	2
4.10	Chemical testing procedures, Part I: Equipment theory and operation	2
4.11	Chemical testing procedures, Part II: Suspect processing procedures and forms	2
4.12	Roadside speed measurement techniques (field training)	2
4.13	Violator apprehension and law enforcement action (field training)	4
4.14	Pacing/clocking vehicular speed (field training)	4
Unit 5.0	Accident Management	
Lesson 5.1	Accident management background and introduction	4
5.2	Accident management procedures, Part I: Proceeding to the scene	1
5.3	Accident management procedures, Part II: Controlling the scene	4
5.4	Accident management procedures, Part III: Obtaining information from people	3
5.5	Accident management procedures, Part IV: Obtaining information from the vehicle	2
5.6	Accident management procedures, Part V: Obtaining information from the trafficway	2
5.7	Accident management procedures, Part VI: Measurements and diagrams in accident investigation	2
5.8	Accident management procedures, Part VII: Estimating speed from the physical evidence	1

Units/Lesson Plans		Time (hours)
Unit 5.0	Accident Management (cont'd)	
Lesson 5.9	Accident management procedures, Part VIII: Photographing the accident scene	1
5.10	Accident management procedures, Part IX: Taking law enforcement action	1
5.11	Accident management procedures, Part X: Forms and records	3
5.12	Interpreting and photographing vehicular damage (field training)	4
5.13	Mock accident investigation (field training)	8
Unit 6.0	Traffic Court	
Lesson 6.1	Preparation for traffic court	1
6.2	Mock traffic court	4
Unit 7.0	Services for Motorists	
Lesson 7.1	Services for motorists	1
	Total minimum course hours	103

As a means for describing the content of the course, the training objectives for each lesson are summarized as follows:

Lesson No.	Title and Objectives
1.1	Orientation and General Background Provide the trainees with an overview of the field of police traffic services and the highway safety problem
2.1	Traffic Law Provide a brief overview of the history and purpose of vehicular traffic laws Acquaint the students with the content and intent of jurisdictional traffic laws
3.1	Introduction to Traffic Direction and Control Provide the student with a basic understanding of what traffic direction and control (TDC) encompasses, i.e.:

Lesson No.	Title and Objectives
3.1 (cont'd)	. Police responsibilities in conducting TDC . The role of the patrolman and the traffic engineer in TDC
3.2	Traffic Control Devices Provide the trainee with an overview of the traffic control devices utilized within his jurisdiction, i.e.: . Types of regulatory, warning, and guide signs and their functions . Types of signals and their functions . Roadway markings and their functions
3.3	Basic Traffic Direction and Control Procedures Provide the trainee with an understanding of the basic traffic direction and control (TDC) procedures, namely: . Uniform and equipment requirements necessary to effectively and safely perform the task . Types of signals and gestures employed in TDC . Where and when to apply the TDC techniques and procedures . TDC procedures in special/unusual situations
3.4	Application of TDC Procedures (Field Training) Give the trainees practice in conducting traffic direction and control (TDC), to include: . Demonstration of the correct TDC techniques and procedures at a signalized intersection with: - Signals functioning - Signals not functioning . Practical experience in manually controlling traffic signals . Practical experience in conducting TDC utilizing signals and gestures

Lesson No.	Title and Objectives
4.1	Introduction to Traffic Law Enforcement

Provide the student with an understanding of:

- Objectives of traffic law enforcement
- General classes of traffic offenses
- Traffic law enforcement system

4.2 Overview of Traffic Law Enforcement Concepts and General Procedures

Explain the following concepts related to the effect of traffic enforcement on accident reduction:

- Enforcement index
- Selective enforcement

Provide the trainee with an understanding of the rationale and objectives in support of field procedures in the following areas:

- Traffic surveillance
- Traffic law enforcement action

4.3 Science and Technology in Traffic Law Enforcement

Provide an overview of the types and functions of scientific instruments used by police personnel for detection of speed violations and operator impairment

4.4 The Traffic Violator

Provide the trainees with a practical understanding related to:

- The basic factors affecting human performance
- The reasons why people violate traffic laws
- Characteristics of the physically impaired violator, to include:
  - Under the influence of alcohol
    - -- Characteristics of alcohol
    - -- The effect of alcohol in the body
    - -- Effects of alcohol on behavior and driving performance
  - Under the influence of drugs
    - -- Characteristics of various classes of drugs

Lesson No.	Title and Objectives
4.4 (cont'd)	-- Effects of various types of drugs on behavior and driving performance - Effects of alcohol combined with other drugs - Effects of fatigue, illness/injury, and aging on traffic performance . Characteristics of the mentally impaired violator, to include the effects of temporary emotional states, mental illness and certain "personality" characteristics on traffic performance
4.5	TLE Rules and Policy Provide the students with a thorough understanding of the following in support of their operational effectiveness in the field, namely: . The types and classes of various traffic offenses . The various elements constituting each offense . The departmental policy and guidelines for taking enforcement action
4.6	TLE Procedures, Part I: Traffic Surveillance and the Detection of Violations Give the students a thorough understanding of concepts and procedures related to traffic surveillance and the detection of traffic violations, i.e.: . A definition of jurisdictional boundaries . The types of traffic surveillance operations conducted in various areas of the jurisdiction . Procedures for conducting traffic surveillance operations . Practices and techniques for detecting violations - Observational skills required - When and where to look for violations
4.7	TLE Procedures, Part II: Apprehending Violators Provide the trainees with an understanding of: . The considerations and policy affecting the decision to pursue a fleeing violator . The procedures for stopping traffic violators

Lesson No.	Title and Objectives
4.8	TLE Procedures, Part III: Contacting and Evaluating Violators Give the trainees an understanding of the following: . The beliefs and attitudes that may affect the behavior of a traffic violator and the patrolman during a traffic law enforcement stop . Guidelines for the patrolman in controlling the violator contact situation . Procedures to be employed while contacting traffic violators
4.9	TLE Procedures, Part IV: Taking Law Enforcement Action Give the trainees an understanding of and practice with the procedures and forms for conducting law enforcement actions, such as: . Issuance of warnings - Written warning form . Issuance of citations - Uniform traffic citation and complaint . Making traffic arrests - Traffic arrest record
4.10	Chemical Testing Procedures, Part I: Equipment Theory and Operation Cover the background and procedures with which the patrolman must become familiar in regard to chemical testing for alcoholic or drug influence, to include: . Theory and operation of the breath alcohol screening device or sampling/screening device he will use in his jurisdiction . Interpretation of breath screening test results . Labeling and packaging requirements for samples obtained . General theory and operation of the precision breath testing equipment used in the jurisdiction

Lesson No.	Title and Objectives
4.10 (cont'd)	Provide practice for the students in using the breath screening or breath sampling/ screening device.
4.11	Chemical Testing Procedures, Part II: Suspect Processing Procedures and Forms Thoroughly indoctrinate the trainees in the departmental processing procedures for handling a suspect believed to be driving under the influence of alcohol or drugs. Give the students familiarity with and practice completing forms related to the above listed traffic offenses.
4.12	Roadside Speed Measurement Techniques (Field Training) Demonstrate the application of roadside speed measurement techniques used in the jurisdiction. Provide the trainee with an understanding and practice of his role in support of roadside speed enforcement operations, to include the procedures for flagging down speed violators when the patrolman is on foot.
4.13	Violator Apprehension and Law Enforcement Action (Field Training) Give students practical experience in the following procedures: . Apprehending/stopping a violator's vehicle . Officer/violator contact procedures . Taking law enforcement actions - Issuing citations - Making a drinking driving arrest
4.14	Pacing/Clocking Vehicular Speed (Field Training) Give the trainees practice in pacing/clocking vehicular speed under actual field conditions.

Lesson No.	Title and Objectives
5.1	Accident Management Background and Introduction Provide the trainees with a fundamental understanding of major concepts related to accident management field procedures, to include: . Accident management functions . Basic accident terminology . Analytical terms to describe the major events of any traffic accident . Causes of traffic accidents . Purposes of traffic accident reporting and investigation . Attributes of a good accident investigator . Departmental organization of accident management activities
5.2	Accident Management Procedures, Part I: Proceeding to the Scene Give the students an understanding of the considerations and requirements for: . Making a safe and expeditious transit to the scene of an accident . Parking the patrol vehicle at the scene in a safe and efficient manner
5.3	Accident Management Procedures, Part II: Controlling the Scene Provide the students with an understanding of the considerations and requirements to control the accident scene and prevent the situation from getting worse, namely: . Recognizing the risks from fire, dangerous substances and other hazards and initiating safety precautions . Administering first aid and arranging for the care and handling of the injured . Initiating and maintaining traffic and crowd control

Lesson No.	Title and Objectives
5.3 (cont'd)	. Arranging for the removal of damaged vehicles, when they present an immediate hazard to oncoming traffic . Instituting theft prevention measures for the involved vehicles and occupants
5.4	Accident Management Procedures, Part III: Obtaining Information from People Provide the trainees with a working knowledge of: . The basic reporting and investigating activities at the scene . The human conditions that are frequently contributing factors in traffic accidents . Suggested procedures for obtaining information from drivers, passengers and witnesses at the scene, to include: - Points to bear in mind when questioning people - Behavior often encountered - Suggested types of questions to ask of drivers, witnesses and passengers
5.5	Accident Management Procedures, Part IV: Obtaining Information from the Vehicle Provide a basic understanding of: . How inadequacies in various parts of a vehicle can contribute to an accident . Guidelines for questioning drivers, passengers, and witnesses about vehicular condition . The various types and possible causes of vehicular damage . How to interpret vehicular condition/damage: - As a pre-existing condition and possible cause or a result of the accident - As indicative of how and why the collision occurred, and the forces involved

Lesson No.	Title and Objectives
5.6	Accident Management Procedures, Part V: Obtaining Information from the Trafficway Develop a basic working knowledge of: . The ways in which the condition of the trafficway can contribute to an accident . The classes of evidence and clues that can be found on the trafficway, of relevance to determining how and why an accident happened
5.7	Accident Management Procedures, Part VI: Measurements and Diagrams in Accident Investigation Establish a working knowledge of: . Requirements for taking measurements at the scene - Purposes of measurements - When to take measurements - What items are measured . Procedures for taking measurements . Techniques for preparing a field sketch and scale diagram of the accident scene . Purpose of and procedures for conducting "test skids" at the scene
5.8	Accident Management Procedures, Part VII: Estimating Speed from the Physical Evidence Provide an understanding of the following factors related to estimating vehicular speed: . How vehicular damage can indicate speed . Estimating speed from skidmarks to include: - Calculation/determination of drag factor - Calculation of % grade - Determining speed by means of calculation and use of the "speed nomograph"
5.9	Accident Management Procedures, Part VIII: Photographing the Accident Scene Provide the students with an understanding of the value of photographing various aspects of an accident scene

Lesson No.	Title and Objectives
5.10	Accident Management Procedures, Part IX: Taking Law Enforcement Action Provide the trainees with an understanding of the requirements for law enforcement action at the scene of an accident, to include: . Attitudes of the police and the public toward at-the-scene law enforcement action . Traffic accident law enforcement policy and procedures Familiarize the trainees with the requirements for concluding accident management activities.
5.11	Accident Management Procedures, Part X: Forms and Records Give the trainees an understanding of the requirements for documenting various aspects of accident management activities on the forms used by the law enforcement agency. Provide the students with practice in making sample entries on a blank copy or facsimile version of each accident management form.
5.12	Interpreting and Photographing Vehicular Damage (Field Training) Provide the students with practice in classifying vehicular damage and in reconstructing an accident from inspection of vehicular damage. Give the students experience in photographing vehicular damage.
5.13	Mock Accident Investigation (Field Training) Promote the development of skills in the following areas of accident investigation: . Photographing the accident scene . Making a field sketch and scale diagram of the accident scene . Measuring the length and location of significant items in the accident environment

Lesson No.	Title and Objectives
5.13 (cont'd)	. Making test skids to determine skid resistance . Estimating minimum speed from skidmarks . Completing the departmental accident investigation report and related forms . Determining requirements for accident-related law enforcement action Afford the students practice in assembling and preparing accident investigation evidence for a court trial.
6.1	Preparation for Traffic Court Provide the students with an understanding of some of the more important requirements in preparing an effective case for prosecution in traffic court.
6.2	Mock Traffic Court Develop student skills in the presentation of accident investigation evidence in court to support a charge of traffic law violation.
7.1	Services for Motorists Familiarize the student with the jurisdictional standard operating procedures for conducting services for motorists, specifically: . The types of services a patrolman can provide the motorist . The role of the patrolman in responding to the needs of motorists, to include: - Guidelines a patrolman should follow in performing the services - The necessary interactions with other agencies or business establishments

The above content has been generated in response to the contractual requirement to provide training for the "minimum body of skills and knowledge in the field of police traffic services." A reader who may be familiar with the content of existing PTS training programs may note the absence of some subject matter which is directly related to the

performance of PTS functions and frequently included in or associated with the traffic portions of police recruit training programs. Examples of such related subjects are:

- Law enforcement driving
  - Defensive/safe driving practices
  - Skid control
  - Pursuit driving
- First aid
- Structure and function of the total court system
- Basic procedures for giving testimony in court
- Rules of evidence, search and seizure, laws of arrest, etc.
- Radio communications
- Basic report writing, etc.

PTS related subject matter, such as the above examples, has not been included in the course for the primary reason that such subject matter is considered generic to all forms of police work and not specific to PTS. For the patrolman to be fully effective in his PTS endeavors, he must be instructed in these and other related subject areas in his basic training program; however, such training was not considered within the scope of this training program developmental effort.

PTS skills concerned with the operation of specialized speed measurement devices such as Radar and VASCAR, as well as precision breath testing equipment, were considered advanced skills and out of scope for this course. In-service personnel are normally selected for training in these specialities after spending several years on active duty.

Course Planning Considerations

Class Size

The class size for classroom training sessions must be of a size to permit free interaction between the students and the instructor as well as to allow for all demonstrations and training aids to be easily viewed by the students. It is, therefore, recommended that the number of students not exceed 20 for the classroom phases of training.

The field training modules have been designed to accommodate a maximum of 10 students in most cases* with the recommended instructor coverage (1 or 2 instructors). This number of students was determined as a desirable goal, accounting for training resources likely available and the requirements for transporting students to the field training site. For total class sizes larger than 10 students, the training administrator will need to consider running multiple field training sessions or relays to accommodate all students.

Course Scheduling

This course may be taught one or more times a week in training periods lasting from 1 to 4 hours, or may be organized into a 6 or 8 hour training day and given in a block of time lasting 13 or more days. The maximum time available for a training day is assumed to be 8 hours.

A specific course schedule cannot be prescribed as many factors specific to the local training situation must necessarily be considered. Within the basic recruit training program, the training administrator may wish to intersperse the "traffic" subjects of this course with "criminal" subjects or conduct training in PTS in more or less one block of time.

Regarding the sequencing of training, the course has been basically organized in what is considered to be an optimum pathway or sequence of training. In the absence of any overriding local requirements, it is recommended that the basic units of instruction be taught in the present order of organization, i.e.:

Unit 1.0 Orientation and General Background
2.0 Traffic Law
3.0 Traffic Direction and Control
4.0 Traffic Law Enforcement
5.0 Accident Management
6.0 Traffic Court
7.0 Services for Motorists

In units where more than one lesson plan is found (i.e., Units 3.0, 4.0, 5.0 and 6.0), again it is recommended that the existing sequence of lessons be followed. Within each unit, the attempt has been made to initially present the relevant concepts and background (general material) in early lesson plans before proceeding to lesson plans dealing with basic operational procedures and practices (specific material), and practical application/field training situations.

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* The exception to this is Lesson 5.13 "Mock Accident Investigation." This lesson will accommodate 20 students, with three instructors.

Training Resources

Required facilities for the course include a classroom with sufficient space for seating 20 students. It should contain a lectern for the instructor's lesson plans, notes and references, as well as a centrally located chalkboard. In addition, if the instructor wishes to make use of audio-visual materials or flip charts, a projection screen and chart stand should be located in the lecture area. The student area should contain adequate seating facilities with writing surfaces for note taking. Desks and chairs should be arranged for unobstructed visual access to the instructor and any group training aids he may wish to employ. Training aids (generally equipment/ paraphernalia or exhibits from the Study Guide), where required, are specified for each unit of instruction. Examples of typical materiel training aids are listed below:

- Sufficient copies of PTS related forms and documents, normally executed by the patrolman, for student use in training exercises (e.g., citation/summons, arrest record, alcoholic influence report form, accident report, etc.)
- Graphic representations of signs, signals and markings used in the jurisdiction (graphic material already in the Student Study Guide may suffice)
- Police equipment used for manual traffic direction and control (patrolman's whistle, illuminated baton, reflective crossbelt, gloves, etc.)
- Examples of portable speed measuring devices used locally (radar, VASCAR, etc.)
- Small amount of a distilled alcoholic beverage and several cups
- Large area map(s) showing the jurisdictional boundaries and patrol areas for the law enforcement agency
- Operator license and vehicle registration forms (student supplied)
- Two or more patrol cars/official vehicles with calibrated, accurate speedometers and two-way radios, additional civilian (instructor and student) vehicles as necessary to recreate accident scenes
- Clipboards

Data recording form for pacing vehicular speed, containing columns labeled "car," "driver," "speed reading #1," "speed reading #2"

- Fire extinguisher (s) used by the patrolman
- Flares/fusees and a container of sand
- Traffic cones
- Accident investigation equipment:
  - 50 ft., 100 ft. tapes
  - Small 12 ft. tape measure
  - Measuring wheel
  - Graph paper 8 1/2" x 11" (10 divisions to the inch)
  - Nails, pins
  - Marking crayon/chalk, etc.
  - 12" straightedge
  - Drawing compasses
  - Manila folders
  - Evidence gathering equipment
    - -- Sample envelopes/jars
    - -- Razor blades
  - Inexpensive Polaroid camera or press-type camera with Polaroid Land Film Holder (4" x 5") format, if used by the department
  - Template (such as Northwestern Traffic Institute's "Traffic Template," if used)
- Clothed manikins (to simulate pedestrian fatality/injury)
- Patches of cloth, hair to match that of the manikins
- Ketchup to simulate blood stains
- Police accident records for vehicular and pedestrian accidents, to include:
  - Police accident reports and diagrams
  - Statements from principals and witnesses
- Portable chalkboard or large drawing pad

In addition to materiel training aids, the field training sessions specified in this course will require the availability of certain geographic sites. For lesson 3.4 "Application of TDC Procedures," trainee access to a typical four-way signalized intersection in the jurisdiction, with light pedestrian and vehicular traffic, is stipulated.

This is a preferred training situation for providing students practice with traffic control procedures by manual override of the traffic signal and employing signals and gestures. A paved area (approximately 1,500 ft. square), though less desirable, could serve as an alternative to the real world situation. In this case, a four-way intersection would be simulated by the use of traffic cones or painted lines, and at least one dozen student operated vehicles could simulate a traffic flow under strict supervision of the senior instructor. Lessons 4.12 "Roadside Speed Measurement Techniques," 4.13 "Violator Apprehension and Law Enforcement Action," specify the use of a controlled two-lane roadway with no vehicular or pedestrian traffic, no greater than a mile in length, with no sharp curves or steep hills, and so located as not to attract spectators or disturb the surrounding traffic environment.

Though this resource is desirable for these lessons, Lesson 4.13 as well as Lesson 5.13 "Mock Accident Investigation" can be accomplished in a large paved area (approximately 1,500 ft. square) using traffic cones or painted lines to simulate roadway contours and boundaries. Lesson 4.14 "Pacing/Clocking Vehicular Speed," to be accomplished properly, does require access to a four to six lane limited access highway with a light traffic density. Lesson 5.12 "Interpreting and Photographing Vehicular Damage" will require access to an automobile graveyard/junkyard to inspect wrecked vehicles for which police accident records are available.

Although no audio-visual aids are specifically identified for inclusion in this course, the training administrator should feel free to include such presentations as they are relevant to the exposition and reinforcement of course material delivered at the local level. Of course, the necessary audio-visual equipment would, therefore, have to be made available for classroom use.

Course Instructors

For the most part, the instructional units of this course can be handled by one "senior instructor." The minimum qualifications of such a senior instructor are outlined below:

- Have had the operational experience and background equivalent to a first-level supervisor of police traffic services, i.e., a "traffic sergeant" or "patrol sergeant"
- Have had advanced training in the areas of traffic supervision and accident investigation or equivalent on the job operational experience

- Be thoroughly knowledgeable regarding jurisdictional traffic laws and elements of traffic offenses
- Be thoroughly familiar with scientific equipment used in traffic enforcement, such as speed measuring devices (radar, VASCAR, etc.) and chemical testing techniques (breath collection/testing, urine and blood tests)
- Have a strong background in traffic court procedures
- Have a demonstrated teaching ability--subject matter expertise plus the ability to command the attention and arouse the motivation of students.

Most of the practical phases of training require the services of an "assistant instructor" and in one case two assistant instructors to coordinate various aspects of training with the senior instructor. This assistant instructor should be a patrolman versed in the various functions of police traffic services. Any additional assistance required beyond the assistant instructors for the conduct of field training can be drawn from the student body. If there is a requirement to schedule concurrent sessions of a given training exercise, then there will be a proportionally greater need for additional instructors.

From the above discussion of prerequisites for instructors, it is evident that there is a bias in favor of utilizing police personnel for instructors. Where such individuals are qualified as instructors, it is desirable to use police instructors as they generally produce a particularly favorable rapport and basis for communication with pre-service police recruits. In some instances, the training administrator may wish to employ the services of a bio-medical specialist (e.g., state toxicologist, medical examiner, etc.) to discuss the material in Lesson 4.4 "The Traffic Violator" dealing with physical states (alcohol, drugs, fatigue, etc.) and mental states of traffic violators. Similarly, the services of a chemical testing specialist (e.g., state toxicologist, breath examiner specialist) may be required to teach Lesson 4.10 "Chemical Testing Procedures, Part I: Equipment Theory and Operation." Finally, the training administrator may find it desirable to enlist the services of field operating specialists to demonstrate the various speed measurement equipment used in Lesson 4.12 "Roadside Speed Measurement Techniques."

Student Prerequisites

The candidates or students for this course are police recruits. As such, the characteristics/prerequisites for such preservice trainees should conform to those established by the jurisdictional law enforcement training agency. Though requirements for acceptance into a law enforcement agency preservice training program vary throughout the U. S., characteristics such as the following are typical:

Age:	At least 21 and have not reached 31st birthday at time of appointment
Character/Personality:	Good moral character, emotionally stable
Physical Characteristic:	Minimum height, minimum and maximum weight; normal vision and hearing; good overall health
Intellectual Ability:	Pass intelligence test, test of verbal comprehension/expression
Education:	Minimum - high school, desirable - associate or baccalaureate degree

Student Study Guide

The traffic laws and ordinances, departmental operating procedures and forms and breath screening/sampling equipment used by the patrolmen will vary jurisdictionally. It is necessary to include reference material related to these subjects in any student textbook or reference source for the course. No single available reference text will meet the unique requirements of this course, and therefore a Student Study Guide has been prepared to serve as a student reference source. Most of the material for the Study Guide has already been prepared, insofar as it is considered to be generic content for all law enforcement jurisdictions. However, certain materials should be included in the Study Guide which are jurisdictionally specific. They must be prepared/procured and inserted at the end of appropriate sections of all Study Guides used by the local training establishment. All such materials are listed below:

Study Guide Section	Material to be Prepared and/or Procured and Inserted
2.0 Traffic Laws	. Copy of the jurisdictional traffic laws and ordinances, annotated with relevant court rulings and precedents which define and interpret the law. (This material may be handled as a separate handout for training purposes.)
3.0 Traffic Direction and Control	. Traffic Institute, Northwestern University. Signals and gestures. Traffic Direction Series. Evanston, Illinois: Author, 1960.*
	. Traffic Institute, Northwestern University. Directing vehicle movements. Traffic Direction Series. Evanston, Illinois: Author, 1961.
4.0 Traffic Law Enforcement	. Traffic Institute, Northwestern University. Stopping and approaching the traffic violator. Traffic Law Enforcement Series. Evanston, Illinois: Author, 1958.
	. Traffic Institute, Northwestern University. Officer-violator relationships. Traffic Law Offenses Series. Evanston, Illinois: Author, 1969.
	. Traffic Institute, Northwestern University. Taking enforcement action. Traffic Law Enforcement Series. Evanston, Illinois: Author, 1958.
	. Blank copies or facsimiles of the traffic law enforcement forms used in the jurisdiction, along with checklists for their completion (e.g., written warning, traffic

* All of the documents referenced in this section may be obtained from the Traffic Institute; Northwestern University; 405 Church Street, Evanston, Illinois 60204. At the time of publication, single document prices do not exceed $1.00. A volume purchase discount is available.

Study Guide Section	Material to be Prepared and/or Procured and Inserted
4.0 Traffic Law Enforcement (cont'd)	citation/summons, parking citation/ summons, arrest record, alcoholic/drug influence report form, chemical test request, chemical test refusal, equipment repair order, daily activity report, etc.)*
	. Operating manual/instructions for breath screening/sampling equipment
	. Standard operating procedures for processing a person suspected of driving while under the influence of alcohol or drugs
5.0 Accident Management	. Blank copies or facsimiles of the forms/ envelopes used in connection with accident management along with checklists for their completion (e.g., police accident report, supplementary accident report; written statement, personal property, vehicle impounding, photographic data, physical evidence forms, etc.)

Each student in a given class should be provided with a copy of the completed Study Guide which he should bring to class each day, as he will have occasion to refer to certain exhibits periodically during the course of instruction. The Study Guide closely parallels the core content of the lesson plans. However, the students should be encouraged to take notes in class, as in some cases, the lecture will be the sole source for jurisdictionally specific subject matter. The completed Study Guide is intended to serve as a convenient means of review for quizzes and examinations, as well as a basic reference source for the patrolman while on the job.

Instructor References

References used in the development of the course and suggested as supplementary reading for the instructor are listed in Appendix A of this document.

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* All forms and other exhibits inserted in the Study Guide by the training establishment should receive a sequential exhibit number for identification purposes.

Conducting the Course

Using the Instructor's Lesson Plans

The Instructor's Lesson Plans form the foundation of the training course. They contain guidance for the instructor in regard to the sequencing and extent of coverage of subject material for both the classroom and field training sessions.

There are two qualitatively different types of lesson plans provided for this course. One type is concerned with an organization of content intended for classroom presentation in a lecture format. The other type is a specification of procedures to be followed in the conduct of practical application or field training sessions.

Each lesson plan consists of two basic parts. The first part outlines the objectives and requirements for the lesson. The second part specifies the procedure for conducting the lesson. Each part of a basic lesson plan is described below:

. Objectives and Requirements: The training objectives of the lesson in terms of knowledge and skills to be developed are specified on the initial page(s) of the lesson plans. In addition, requirements as appropriate for number of instructors, reference sources used in the development of the lesson, and training aids are listed. The number of instructors specified is the minimum number needed for the lesson; where there are no instructor specifications, it should be assumed that one instructor is sufficient.

. Outline of Instruction: This part of the lesson plan gives detailed procedures for conducting the lesson. Each outline includes the major topical coverage and special points to be emphasized. A column is provided to the right of the outline for the instructor to note additional points he wishes to cover. Estimates of both elapsed time (in parentheses) and projected time for each topic area within a lesson are included. Time estimates are given for two purposes:

- To aid the instructor in maintaining his lesson schedule
- To provide a means by which the instructor can determine the emphasis to be given to a specific area

In the lesson plans, reference is made in the "Instructor Notes" column to training aid materials (visual exhibits). All of these exhibits are included in the Student Study Guide. The instructor may,

therefore, simply refer the trainee to the appropriate exhibit in the Study Guide or, if he chooses, he may have the materials prepared in slide or flip chart form. The instructor should feel free to tailor these training aids to suit his own needs and style. In addition, he should utilize any additional training materials available to him which he feels will assist him in making an effective presentation of the subject matter.

The content of certain lessons can only be fully developed and made completely specific by the local training establishment. These lessons address subject matter that is either specific to the local area (e.g., suspect processing procedures, state statutes, etc.) or is subject to periodic change (e.g., statistics, technological state-of-the-art, etc.). Where it is not appropriate or possible to specify the exact content of any lesson, organizational guidance and suggestions for content development are made.

It should be emphasized that an instructor must devote the time necessary to become intimately familiar with each lesson plan prior to its implementation. Because the lesson plans are often detailed in content (they have been intentionally developed in this manner to standardize course content and minimize erroneous interpretation), an instructor should not be tempted to read them to the class. The reading of lesson plan content is an effective way to anesthetize a class. Before presenting a lesson, the instructor must carefully review the requirements of a given lesson plan (instructors, required training aids, etc.) and be sure that they will be satisfied when the lesson plan is executed. In addition, he should carefully peruse the content of the lesson plan, underlining important points he wishes to emphasize and making notes and entries where it is necessary to augment or tailor the content of a lesson to satisfy local requirements. Thus, the instructor must interact with and "personalize" the lesson plans before he can effectively articulate the content of the course to the students.

Teaching Method

No protracted discussion of general instructional philosophy will be presented here, as it will be assumed that the instructor for this course will be generally acquainted with good instructional techniques. It cannot be overemphasized, however, that the instructor must continually search for ways to motivate the students and maintain their attention during classroom sessions. In this regard, the

instructor is encouraged to obtain as much trainee participation in the lecture periods as possible. One means is for the instructor to operationalize a concept or procedure introduced in a lesson plan by citing a real world experience or example illustrative of the point(s) being developed. Often illustrative situations are forthcoming from current events as reported in mass media. The instructor should be alert to detect such events and to introduce them in class. Another means is to periodically call for questions or ask questions of selected class members during a period of instruction. Occasionally in the main body of the lesson plans, suggestions are made to promote class participation, but the means for doing this are left largely up to the instructor. Lesson plans conclude with a "Summary and Questions" section where guidelines (usually questions to pose to the class) are provided the instructor for conducting a review of lesson plan content.

The field training exercises are inherently interesting experiences for the students and serve as the means for the students to apply concepts and procedures taught in the classroom. The field training or practical application phases must be well planned and supervised to be effective. The instructor must closely review and satisfy the requirements stipulated for each field training lesson plan to enable the students to effectively "learn by doing." Before beginning any field training session, the instructor should be careful to convey the impression to the students that field training is a serious and legitimate phase of their instruction and that their performance is subject to evaluation. This is necessary, as there is often a tendency for some students to view field training as a "game" and a "carnival-like" situation. When staging field training sessions, the instructor must also be concerned with the safety of his students. No field training situation should ever be created that would endanger, to any degree, the well-being of students and instructors.

In regard to independent student study, generally, it does not appear necessary for the students to complete formal study assignments or homework during non-training hours. The training objectives of this course, for the most part, will be served by a review of notes taken in class and Study Guide material, once the subject matter is presented in class by the instructor. The instructor will, generally, not find student study assignments in the lesson plans. However, he will find statements referring the students to the appropriate major section of the Study Guide where reference materials for a lesson are located. It is therefore intended that the Study Guide will serve primarily as a source for documentary evidence of instructor-introduced material (reinforcement) rather than as a source of independent study assignments (primary learning).

Only in two areas of this course are "homework" assignments recommended, namely the areas of "traffic law" and "accident investigation." The teaching of the "law" to recruit students presents a monumental challenge for the instructor. The subject matter of state statutes and regional ordinances is often viewed as dry and uninteresting by students, and yet a thorough understanding of the law is imperative for a recruit to become an effective law enforcement officer. The students for this course are introduced to traffic law in two stages. The first stage commences with Lesson 2.1 "Traffic Law." The major purpose of this lesson is to present a basic "exposition" of jurisdictional traffic law to the student and to allow students to become familiar with the letter of the law as it appears in its primary or original form. To reduce the burden for coverage of the traffic laws in class, it is recommended that, prior to a review of the content of certain sections of the vehicle code or traffic laws in class by the instructor, the instructor assign relevant section(s) of the traffic laws to the students for reading out of the class. In this way, the instructor will not necessarily have to cover all sections of the traffic laws in class, but can concentrate on the more difficult sections of the laws which require interpretation and answer questions that students might have on their readings. In Lesson 4.5 "TLE Rules and Policy," the intent is to provide traffic law enforcement rules and policy for the recruits by stipulating the various traffic offenses and their elements. This is in essence applying the basic traffic laws to develop specific operational enforcement rules (traffic offenses, elements, tolerances and exceptions.) To reduce the burden on the instructor and students of withstanding long and tedious class sessions to cover this material, and to encourage independent student thinking, recommendations are made in Lesson 4.5 in regard to the employment of the following teaching methods:

- Preparation of student handouts on the various classes of traffic offenses for completion out of class, requiring the students to correlate offenses with appropriate sections of the laws, cite examples of the offenses, stipulate elements of offenses, and identify any tolerances and exceptions for enforcement

- Review of the student handouts in class by the instructor

- Development of hypothetical traffic law enforcement situations or scenarios by the instructor for assignment to the students for independent study. Students are requested to analyze each situation and identify what the traffic violations are (if any), the section of the law involved, and the appropriate law enforcement action.

- Review of the law enforcement scenarios in class*

The second area of independent study/homework is associated with Lesson 5.13 "Mock Accident Investigation." At the conclusion of this lesson each group of students should be given the task of evaluating the evidence gathered during an assigned mock accident investigation and determine any warranted law enforcement action. In cases where law enforcement action is warranted, a group of students will prepare their case for a mock court presentation (Lesson 6.2 "Mock Traffic Court") to support the charge(s) of law violation. The instructor must allow sufficient time between the mock accident investigation and the mock court session for students to finalize the accident forms and documents and prepare their court cases (a minimum of three days is suggested).

Measurement of Student Achievement

With regard to measuring a student's comprehension of course content, it is recommended that periodic 10-15 minute quizzes be given to the students. Quizzes, as well as the final written examination, should be of the objective type (multiple choice or short answer questions) to facilitate scoring and feedback of results to the students. If this course were given in more or less one block of time, it is recommended that a brief quiz be given during the first period of each day, and that it cover the previous day's material. The quizzes should be corrected and reviewed in class to provide immediate knowledge of results for the students. The content of the classroom lesson plans should serve as the primary source for the development of written test items. In addition, guidelines for the selection of test items are provided, in most cases, in the "Summary and Questions" section concluding each lesson plan.

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* Additional course time will have to be allocated, beyond that already stipulated, to conduct a review of this homework assignment.

During practical application/field training sessions, the instructor has a unique opportunity to observe aspects of student performance not usually evident in the classroom. Specifically, a student's emotional maturity, poise, ability to "think on his feet" are dimensions of his performance that may be evaluated in this context.

Recommendations for Post Graduate Supervision and Training

Prior to assuming independent operational duties in the functional areas of police traffic services, it is recommended that the graduates of this program be afforded the opportunity to "ride patrol" with experienced traffic patrolmen for a minimum period of thirty days. Critical experiences that should be obtained in this extended phase of basic training, which are difficult to schedule or create in a school training situation, are listed below:

- Detect and enforce real world traffic violations under field conditions

- Observe and assist the performance of police accident management functions in the chaotic real world environment which surrounds accident scenes.

During this period, the student should be allowed to witness several traffic court cases, so that he may develop a fuller appreciation for the dimensions of presenting and handling a traffic court case, before he is thrust into the situation himself.

Updating the Course

As mentioned earlier, this course is intended to serve as a guideline for operational training in the area of police traffic services. In this regard, it should not be viewed as a static entity. The field of police traffic services, like all other professional disciplines, is subject to change--change induced by the technological, judicial, political and legislative environments. The training administrator and the instructor should be vigilant to detect any changes that affect the content of this course and to update the course content appropriately.

Another way in which course content and training procedures may be made more effective is through the suggestions of

participating students. There may be a temptation to dismiss the reactions of students to the course as uninformed or naive. However, the quality of recruit candidates is ever improving and students very often have good suggestions for enhancing the effectiveness of the course. At the outset of the course and following completion of the final exam, student suggestions for course improvement should be solicited, with the proviso that comments offered will not jeopardize the final evaluation of student performance.

APPENDIX A

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REFERENCES

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